

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

6	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
0	K-12 schools
9	TOTAL

2. District Per Pupil Expenditure: 7516

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 17 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	44	50	94	7			0
1	54	40	94	8			0
2	44	43	87	9			0
3	49	41	90	10			0
4	48	46	94	11			0
5	37	45	82	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							541

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
6 % Asian
9 % Black or African American
32 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
52 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 17 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	44
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	90
(4)	Total number of students in the school as of October 1.	541
(5)	Total transferred students in row (3) divided by total students in row (4).	0.166
(6)	Amount in row (5) multiplied by 100.	16.636

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 18

Number of languages represented: 3

Specify languages:

Spanish, German, Vietnamese

9. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 230

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 65

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>2</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>40</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	95%	96%	95%	95%
Teacher turnover rate	17%	27%	14%	18%	14%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The primary factor effecting our teacher turnover rate is retirement. Secondary factors are military and border patrol reassignments.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Pueblo Del Sol Elementary School is a kindergarten through fifth grade school in the Sierra Vista Unified School District located in Sierra Vista, Arizona. Situated just 20 miles north of the U.S.-Mexico border, Sierra Vista is a community of 43,000, including Fort Huachuca, a U.S. Army Installation. The Sierra Vista Unified School District consists of six elementary schools, two middle schools, and one high school. The school has an enrollment of approximately 540 students, with 43% of the students qualifying for free or reduced-price lunches. The proximity to Mexico results in a significant population of Hispanic children (32%), although less than 4% qualify as English Language Learners. The strong military presence in the community brings unique challenges, including high student turnover and more importantly the emotional anxiety often exhibited by children when one or more of their parents are deployed overseas.

Pueblo Del Sol Elementary has an outstanding reputation in the community as a school that promotes student success in a caring, nurturing environment. The teaching and support staff share a common vision that recognizes the importance of establishing positive relationships with students, parents, and each other as the foundation for an outstanding educational experience. This fundamental philosophy is the compass that guides every interaction and the one characteristic that sets Pueblo Del Sol apart. Students are accepted without preconceived notions of their achievement levels, and they are given every opportunity to excel. The partnership between staff, students, and parents is visible as you walk onto the campus or visit classrooms. Families are encouraged to participate in a variety of student focused social and academic activities that promote the inclusion of everyone. Some of the traditional activities include Move-Up Day, Open House, students-vs.-faculty athletics, the Spring Carnival, Water-world, a student talent show, and a hilarious holiday program featuring teachers performing comical routines for parents and the student body.

Pueblo Del Sol students also play a key role in promoting a positive school climate. Fifth grade students participate in CHAMPS, a peer mentoring program that puts them in a leadership role on our campus. CHAMPS, an acronym for Champs Have and Model Positive Skills, attend one day of leadership training in the fall of each year. Then, in small groups, they visit primary classrooms once a week for 30 minutes to assist and connect with their younger peers on various learning activities. This program helps develop poise and confidence in our older students, while enhancing the academic development of the younger ones.

Student achievement, as measured by state and national assessments, is consistently high in all grade levels and across all content areas. This performance is attributed to an outstanding teaching staff and the skillful implementation of several key programs. For many years, the veteran teaching staff experienced little turnover from year to year. However, due to a number of retirements, 15 of the 23 current classroom teachers joined the staff in the past five years, a turnover rate of 65%. The fact that student achievement did not fluctuate during this period of transition is due in part to the teachers' willingness to participate in a systematic process of training to learn the programs that have proven to be so successful. As a Title I- targeted assistance school, federal funding was also instrumental in providing the resources needed to enhance these programs and fund the training opportunities.

A nurturing environment, cohesive student body, dedicated teachers and research based programs have proven to be a successful combination at Pueblo Del Sol Elementary. The shared vision of teachers and staff is to create life long learners and critical decision makers that will be competitive in a rapidly changing world. Reading, writing and math skills are essential to students as they become productive citizens in their community and beyond.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Pueblo Del Sol Elementary School students in grades three, four, and five are formally assessed each April through the Arizona Instrument to Measure Standards (AIMS). This dual assessment instrument provides a criterion-referenced measure of student progress toward meeting state standards, as well as a norm-referenced assessment by TerraNova. Individual students are reported as Exceeding the Standard, Meeting the Standard, Approaching the Standard, or Falling Far Below the Standard. Data from AIMS is used to develop an Achievement Profile for each school including Adequate Yearly Progress (AYP) determination. Pueblo Del Sol has earned the highest rating, Excelling, in two of the past three years. Information regarding these assessments, including state, district, and school results, is available for review at ade.state.az.us.

The data tables indicate that the percentage of children Meeting or Exceeding the Standard is consistent in reading and math in all grade levels and across demographic subgroups over this five-year period. In reading, the five-year average for all students is 88%, low income students 83%, and Hispanic students 83%. In math, the five-year average for all students is 87%, low income students 81%, and Hispanic students 82%. Over the past several years, teachers have increased their focus on strategies to motivate and challenge our top students. These efforts appear to be paying off. There is a significant increase in the percentage of students Exceeding the Standard, particularly in math, which more than doubled from 17% in 2005 to 40% in 2009.

Teachers at Pueblo Del Sol maintain high expectations and are vigilant in monitoring student progress on a regular basis. Quarterly benchmark assessments, running records, Star Reading, and Star Math are tools helping teachers make decisions concerning grouping, remediation, and acceleration. Because of this ongoing informal assessment, surprises rarely occur when the formal test results arrive.

While formal test results are consistently strong for our intermediate students, informal assessments of our younger children reflect a much wider range in achievement levels. Initial testing of first grade children often reveals that approximately one third of them are reading below grade level. As a Title I- targeted assistance school, we provide remedial assistance to identified students in grades one through three. The most notable aspect of our remedial reading program is the use of the Collaborative Literacy Intervention Project (CLIP). Based on the research of Dr. Marie Clay and developed in Tempe, Arizona, CLIP was introduced to our school in 1994. The program has grown gradually. We now have 16 CLIP- trained teachers, with two more in training this year. This is an intensive one-on-one reading program delivered in 30-minute sessions over the course of a semester. Most often, teachers hold these sessions before or after regular school hours.

With approximately 15 participating teachers, we are able to CLIP all first grade students who pre-test in the bottom quarter and bring nearly all of them up to grade level. The same strategies that are used in the one-on-one sessions have proven very successful in daily guided reading groups and provide common vocabulary for both students and teachers during reading instruction. This commitment to our first grade students has paid huge dividends.

2. **Using Assessment Results:**

At Pueblo Del Sol, assessment results are used in two ways to increase student achievement. First, formal test data are used to develop annual goals. Second, ongoing informal assessments are used to track student progress toward meeting those annual goals.

In 2000, voters in Arizona passed a referendum called Proposition 301 that created a state sales tax in order to provide additional revenue to schools. Districts receive a portion of these funds to increase teacher salary through a performance-for-pay program that is linked to increasing student achievement. At Pueblo Del Sol,

student achievement goals are developed by the entire staff each spring. Through an analysis of the most recent test results compared to trends over a five-year period, teachers develop broad student achievement goals in the areas of reading, writing, and mathematics. From these goals, specific objectives targeting intervention strategies and staff development emerge to create our Proposition 301 Performance for Pay Plan. A portion of the 301 funds is designated to compensate staff for teaching remedial or enrichment classes after regular school hours. All students who participate in these after-school classes are pre-tested and post-tested to monitor the effectiveness of the particular intervention.

Informal assessment is ongoing. Teachers track student progress with Star Reading and Math, quarterly benchmarks, running records, chapter tests, and daily diagnostics through Accelerated Reader and Accelerated Math. The data from this monitoring allow teachers to make informed decisions regarding pacing, instructional strategies, and interventions necessary to keep all students moving in the right direction. The strong emphasis on computer-based programs for practice and assessment also facilitates monitoring by the reading specialist and the principal.

3. Communicating Assessment Results:

Student performance is communicated to students, parents, and the community in several ways. Perhaps the most effective strategy is the face-to-face dialogue between teacher and parent, as 96% of our parents attend bi-annual parent-teacher conferences. During the fall conferences, teachers share each child's AIMS results from the previous spring. One-on-one communication provides the opportunity for the results to be explained in detail. Teachers can clarify the terminology of criterion-referenced and norm-referenced testing to discuss each child's strengths and weaknesses in language that parents understand.

Teacher Web is an online program providing all teachers the opportunity to create a personal website to enhance parent communication. Parents can also monitor their child's progress in the Accelerated Reader and Accelerated Math programs through the Renaissance Place Home Connect.

Student performance is reported to the community through the local newspaper and the Arizona Department of Education's School Report Card system. Both of these venues allow the community to compare student performance at Pueblo Del Sol with other schools in the community, county, and state.

4. Sharing Success:

As a leading school in the community, we are proud of the staff members' efforts to share with colleagues in our district and in the county. The programs that have been most successful in helping to improve and sustain student achievement at Pueblo Del Sol are the key focus in this effort.

Renaissance Learning Products, including Star Reading, Star Math, Accelerated Reading, Accelerated Math, Math Facts in a Flash, and Early Literacy Skills, provide powerful support to the instructional program. As the first school in Sierra Vista to fully implement these programs, staff members were instrumental in training teachers and administrators at other schools in the district. This process included teachers visiting other sites to train teachers and code books in libraries. Additionally, teachers and principals from other schools visited our classrooms to see these programs in action. Recently, these efforts culminated with the Governing Board adopting and funding Renaissance Learning Products for all elementary schools in the district.

Much of the students' success can be attributed to early intervention with Title I and CLIP programs. As mentioned earlier, the philosophy and many strategies of CLIP are solidified in our primary reading program providing a common approach to teaching this critical skill. The reading specialist who initially brought this program to our school has been training teachers in our district and county for many years. With her retirement eminent, she groomed a second teacher from our school to serve as a CLIP trainer. At least for now, they provide new training for interested teachers and "refresher" classes for veteran CLIP teachers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Pueblo Del Sol's curriculum is based upon the Arizona State Academic Standards and is designed to promote student independence, develop curious minds, and instill a lifelong love of learning in all students. This is a balanced course of study taught by highly qualified teachers who have met the standards established by No Child Left Behind (NCLB). Classroom teachers provide curricula that stress the expansion of basic skills and make adaptations for development beyond the basics with appropriate classroom and enrichment activities including visual and performing arts. Teachers actively integrate technology, creative thinking and problem solving strategies across the curriculum. Full day kindergarten and special programs for students who need extra support and students who are academically gifted are available. Students are provided with many opportunities to develop academically and socially to the best of their abilities.

The Language Arts curriculum coheres to a Balanced Literacy Framework model. This model is designed to help all students learn to read and write successfully and develop habits and attitudes about literacy that will assist them in becoming life long learners. Communication requires the ability to be effective in all literacy skills. This includes reading, writing, listening, speaking, and viewing. The Balanced Literacy model allows students to develop all of these skills in a way that is commensurate with their abilities. Teacher observations and assessments identify first, second, and third grade students who are having difficulty meeting grade level expectations. These students are given daily intensive small group instruction through the Title 1 program. This intervention is in addition to daily classroom literacy instruction. The Collaborative Literacy Intervention Project (CLIP) framework of reading instruction is used with all at-risk first grade readers as identified by Marie Clay's Observational Survey. These students are thought to be "triple dipped" in literacy immersion through classroom instruction, Title 1 intervention, and a 30-minute one-on-one CLIP lesson each day. This extensive intervention provided in the primary grades has lead to overwhelming success in closing the achievement gap.

Literature discussion groups in the intermediate grades focus on the reader's response and discussion of the literary elements of the text. Students at this level are encouraged to be more analytical about the texts they read. In the independent reading portion of the curriculum students are supported by teachers in making interesting and appropriately challenging reading choices. They are encouraged to read a broader range of genres which assists in the development of literary appreciation. Web-based Renaissance Products have proven successful in assisting with this development by providing both intrinsic and extrinsic reading motivation. The reading and writing connection is imperative in the Language Arts program. Students throughout the school practice their writing skills by responding to literature in written form. They continuously read and write across the curriculum to help them become skilled in various modes of writing. Daily writing instruction focuses on the writing process guided by the Six-Traits Model. The reading and writing curriculum at Pueblo Del Sol supports a wide range of interdisciplinary concepts, which encourage students to perform at high levels and develop connections within and across disciplines.

Beginning in Kindergarten, students receive math instruction in the five major content areas: number and operations, algebra, geometry, data analysis and probability, and measurement through the utilization of the Harcourt Brace Series. Teachers carefully ensure that students learn each concept in depth while focusing on the interrelatedness of each one. The knowledge obtained by the students is built upon in all areas as they progress from grade to grade. Student experiences in mathematics encourage deeper thinking skills, understanding, and a connection to the real world. The goals for all students are consistent throughout the grade levels and are based on the Arizona State Standards. Students are expected to have strong reasoning and mathematical problem solving abilities as well as a firm grounding in essential concepts and basic skills. Teachers design lessons to promote the ability to make connections within mathematics and to other content

areas. Accelerated Math and Math Facts in a Flash supplement the mathematics curriculum and provide enrichment and intervention in the classroom, as well as in an afterschool math program.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The goal of the reading program at Pueblo Del Sol is to promote the ability to comprehend a variety of text and instill a love of reading in each child. The Balanced Literacy Approach is the method used by teachers to ensure that all students meet this goal. This method guides students through the processes of learning to read and reading to learn. It is utilized as the primary approach to reading instruction because of its distinct capability to differentiate in order to meet the needs of all learners. This methodology is supported by Title 1, CLIP, and Accelerated Reader. At each grade level there is a comprehensive curriculum that stresses the reading strategies and skills that students need to acquire to become successful lifelong readers.

In the primary grades, students learn to read. They are taught concepts of print, phonemic awareness, phonics, vocabulary, fluency, text comprehension, language structures, and how to utilize different strategies to become fluent readers who successfully gain meaning from text. Students are provided with instruction in these areas through numerous instructional strategies including whole and small group instruction, guided and shared reading, mini lessons and reading conferences.

In the intermediate grades, the curriculum changes to focus on strategies that teach students how to read to learn. Students are taught how to gain information from a variety of genres for specific purposes. They compare, contrast, categorize, analyze, and synthesize information from texts in order to draw conclusions. These essential reading skills are stressed throughout all curriculum areas in grades 3-5.

Regardless of the grade level, if you walk through the rooms of Pueblo Del Sol, you would find teachers and students in guided reading groups, literature circles, or on the computer using Renaissance Products. The use of Accelerated Reader allows all students to have ample time and opportunity to read independently in their zone of proximal development. The school is equipped with a basal series that includes leveled readers, a bookroom available for teacher use, and a library full of literature in all genres that support the reading program. Of more importance is the emphasis that all teachers place on reading in this school; it is more than decoding words, it is a quest for meaning.

3. Additional Curriculum Area:

Pueblo Del Sol teachers strive to provide the solid foundations students need to acquire along the pathway to writing proficiency. Children enter school with limited skills in the area of written expression. Over time, they progress from immature drawings and inventive spelling to competent writers, well prepared to express themselves in all content areas and to a variety of audiences.

Writing has always been a vital component of the curriculum at Pueblo Del Sol. However, after careful reflection of assessment data five years ago, teachers realized that it needed increased attention. The result of this extensive curricular focus led teachers to enhance their knowledge of the writing process, the Six Traits Writing Model, and best practices in writing instruction. A common language and set of practices emerged throughout the school. As a result, student achievement soared. AIMS scores in writing increased from 81% of students meeting or exceeding the standard in 2005 to 96% in 2009.

Today, writing is utilized effectively across grade levels and content areas. Students in the primary grades gain foundational writing skills in small reading and writing groups, and during teacher-led mini lessons. They increase their knowledge of science and social studies topics during interactive and shared writing experiences. These foundations are the critical building blocks necessary to guide the students to think and write at a higher, more analytical level in the intermediate grades. Students in the third through fifth

grades consistently utilize graphic organizers, the Six Traits of Writing, and scoring guides to provide clear, focused, and entertaining writing samples.

Finally, teachers and students alike have realized that writing is much more purposeful when it is for a specific audience. Two of the most notable writing opportunities for students are the school's Young Authors Celebration, and the annual Cochise County Cowboy Poetry and Music Gathering. The Young Authors Celebration is an annual event culminating in a visit from a published author. Classes prepare for this visit by reading the author's books, writing on topics related to the author's books and creating banners to welcome the author. Through the annual Cochise County Cowboy Poetry and Music Gathering, students are submersed into the melodic tones and rich dialect of authentic cowboy poets. This extensive workshop, rich in the culture and heritage of our community, allows the students to discover the thrill of writing cowboy poetry. Pueblo Del Sol students have proven to be successful cowboy poets by taking top honors in numerous gatherings. Writing for an audience has contributed greatly in motivating student writers and has added to the overall effectiveness of the writing curriculum.

4. Instructional Methods:

The teachers at Pueblo Del Sol use a variety of strategies in the classroom to deliver instruction. The choice of instructional approach is based on what meets the needs of each student. Students may be seen working in small groups that are heterogeneous or homogeneous based on the goals of instruction and the subject being taught. Using a variety of assessment strategies, including running records and computer-based assessments, teachers are able to constantly monitor student progress. This enables teachers to ensure that as the needs of students change, the instruction responds accordingly. Research-based intervention strategies such as checking for understanding, chunking information, books on tape, preferential seating, pairing students, and using graphic organizers, have proven effective with the school's diverse student population.

While teachers are delivering small group instruction, other students are engaged in independent practice. Every effort is made to ensure that this independent practice is focused on the skills and standards that are most appropriate for that student. Students have access to a wide range of reading materials to fit their interest and reading level. During independent reading, students are able to enhance their reading comprehension through the use of Accelerated Reader. Students also have access to Accelerated Math and Math Facts in a Flash, which provide students with an opportunity to review critical skills and be challenged with new curriculum.

In addition to classroom instruction, students have access to a variety of programs aimed at helping those students who are falling behind and challenging those students who are ready to be advanced. Programs such as CLIP, Title I, and SEI help those students who are falling below grade level in core curriculum areas. For those students looking for an additional challenge, Pueblo Del Sol offers honors courses in Math, Book Clubs in Reading, and an off-campus Gifted Program.

5. Professional Development:

The professional development program at Pueblo Del Sol Elementary provides opportunities for teachers and educational support staff to learn current research and best practices from professionals at school, in the community, and on state and national levels. Teachers learn new skills, gain insights into pedagogy, and explore advanced understandings of content and resources.

Teachers at Pueblo Del Sol meet annually to develop both student achievement and professional development goals that focus on improving student achievement in reading, writing, mathematics and technology. Our on-site training often provides a variety of sessions for teachers to choose from depending on need and interest. This element of choice benefits trainers and trainees as these sessions can be tailored to specific topics.

Reading instruction is the most challenging and important component in academic success at Pueblo Del Sol. In the past five years, 25 teachers attended the National Reading Recovery Conference to refine their skills and stay current with the latest research in reading instruction. The information learned at this conference often resurfaces in our on-site training with conference attendees now providing the training. Ongoing training in the Collaborative Literacy Intervention Project (CLIP) also provides teachers with current information on best practices in literacy development.

Ensuring that teachers are current with the latest trends in technology is also important as it enhances instruction, improves parent communication and allows students to access many instructional programs. Training is provided to teachers on the use of digital visual presenters and LCD projectors that bring many web-based resources into the classroom. Renaissance Learning products are constantly emerging and changing making training in this area a priority.

The positive effect of the professional development program at Pueblo Del Sol is evident by the consistently high level of student achievement. Since teachers are the most important factor in the educational process, it is vital that they possess the tools required to maximize student learning.

6. School Leadership:

The shared leadership model practiced at Pueblo Del Sol is consistent with the school's vision of respecting and valuing all of the constituents in our school community. The principal strives to create an environment of trust and support where collaboration can thrive. Leadership by facilitation and collaboration is fundamental to the consistency and sustainability of the school's success.

For many years, the teachers and principal at Pueblo Del Sol have worked together to create an environment that values common goals while respecting the individuality of each teacher. The result is an empowered staff that wants and accepts responsibility for their students' achievement. They understand the power of working together to develop goals that apply limited resources to research-based programs that work. Educational programs highlighted in previous portions of this document were all initiated by the teachers. The quality of these programs, combined with the "grassroots" manner in which they were implemented, has resulted in their sustainability over time. Equally important is that teachers know they have the freedom to analyze their particular classroom situation and create instruction to meet the needs of their students. Inspired teachers possess the energy and enthusiasm needed to meet the many challenges that confront them each day.

Parents also play an important role in determining the focus and direction at Pueblo Del Sol. The Parent Teacher Organization and Site Council provide an effective link to the parent group at large. The annual Parent Satisfaction Survey is a formal tool used to collect input of perceived strengths and weaknesses. The Title I Parent Advisory Committee is another group that provides leadership for the Title I program. As the students' first teachers, the school is eager to gain parent perspectives on how to improve the instructional programs at Pueblo Del Sol. Working together, the parents, teachers and administrator make an effective leadership team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: AIMS

Edition/Publication Year: 1997

Publisher: CTB-McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting plus Exceeding Standard	86	89	84	93	97
Exceeding the Standard	18	34	28	34	43
Number of students tested	98	92	71	73	66
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meeting plus Exceeding Standard	79	84	83	91	95
Exceeding the Standard	12	27	9	23	37
Number of students tested	39	44	25	34	27
2. African American Students					
Meeting plus Exceeding Standard		67			
Exceeding the Standard		0			
Number of students tested		11			
3. Hispanic or Latino Students					
Meeting plus Exceeding Standard	79	89	75	91	100
Exceeding the Standard	7	10	20	24	18
Number of students tested	30	29	20	24	14
4. Special Education Students					
Meeting plus Exceeding Standard	54				
Exceeding the Standard	15				
Number of students tested	13				
5. Limited English Proficient Students					
Meeting plus Exceeding Standard					
Exceeding the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meeting plus Exceeding Standard	88	93	97	91	98
Exceeding the Standard	24	40	45	38	56
Number of students tested	50	47	36	36	40

Notes:

African American only constituted a subgroup in 2007-2008.

Special Education only constituted a subgroup in 2008-2009.

Subject: Reading
Edition/Publication Year: 1997

Grade: 3 Test: AIMS
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds Standard	84	89	82	88	89
Exceeds the Standard	14	21	23	22	25
Number of students tested	98	92	71	73	66
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets plus Exceeds Standard	68	81	78	87	84
Exceeds the Standard	7	16	17	16	21
Number of students tested	39	44	25	34	27
2. African American Students					
Meets plus Exceeds Standard		82			
Exceeds the Standard		18			
Number of students tested		11			
3. Hispanic or Latino Students					
Meets plus Exceeds Standard	75	81	80	86	73
Exceeds the Standard	0	10	20	19	9
Number of students tested	30	29	20	24	14
4. Special Education Students					
Meets plus Exceeds Standard	38				
Exceeds the Standard	8				
Number of students tested	13				
5. Limited English Proficient Students					
Meets plus Exceeds Standard					
Exceeds the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets plus Exceeds Standard	88	91	90	89	94
Exceeds the Standard	20	23	32	18	33
Number of students tested	50	47	36	36	40

Notes:

African American only constituted a subgroup in 2007-2008.

Special Education only constituted a subgroup in 2008-2009.

Subject: Mathematics
Edition/Publication Year: 1997

Grade: 4 Test: AIMS
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds Standard	91	89	85	88	85
Exceeds the Standard	62	35	47	35	29
Number of students tested	86	77	77	69	97
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets plus Exceeds Standard	97	87	82	76	77
Exceeds the Standard	18	20	41	19	19
Number of students tested	32	30	33	30	35
2. African American Students					
Meets plus Exceeds Standard			80		
Exceeds the Standard			50		
Number of students tested			10		
3. Hispanic or Latino Students					
Meets plus Exceeds Standard	75	90	78	92	82
Exceeds the Standard	67	39	43	23	23
Number of students tested	24	23	24	18	24
4. Special Education Students					
Meets plus Exceeds Standard	50			70	58
Exceeds the Standard	13			30	8
Number of students tested	10			11	13
5. Limited English Proficient Students					
Meets plus Exceeds Standard					
Exceeds the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets plus Exceeds Standard	91	92	88	86	90
Exceeds the Standard	63	38	41	36	31
Number of students tested	48	39	36	43	61

Notes:

African American only constituted a subgroup in 2006-2007.

Special Education only constituted a subgroup in 2004-2005, 2005-2006 and 2008-2009.

Subject: Reading
Edition/Publication Year: 1997

Grade: 4 Test: AIMS
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds Standard	96	94	81	86	84
Exceeds the Standard	22	9	15	11	16
Number of students tested	86	77	77	69	97
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets plus Exceeds Standard	97	96	76	86	66
Exceeds the Standard	5	3	7	0	16
Number of students tested	32	30	33	30	36
2. African American Students					
Meets plus Exceeds Standard			70		
Exceeds the Standard			0		
Number of students tested			10		
3. Hispanic or Latino Students					
Meets plus Exceeds Standard	91	100	70	85	82
Exceeds the Standard	8	17	22	0	9
Number of students tested	24	23	24	18	24
4. Special Education Students					
Meets plus Exceeds Standard	80			70	54
Exceeds the Standard	0			0	0
Number of students tested	10			11	14
5. Limited English Proficient Students					
Meets plus Exceeds Standard					
Exceeds the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets plus Exceeds Standard	98	95	89	92	85
Exceeds the Standard	25	8	15	17	18
Number of students tested	48	39	36	43	62

Notes:

African American only constituted a subgroup in 2006-2007.

Special Education only constituted a subgroup in 2004-2005, 2005-2006, and 2008-2009.

Subject: Mathematics
Edition/Publication Year: 1997

Grade: 5 Test: AIMS
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds Standard	90	76	78	81	85
Exceeds the Standard	41	26	28	14	18
Number of students tested	76	81	68	84	75
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets plus Exceeds Standard	84	74	67	68	73
Exceeds the Standard	13	13	24	7	14
Number of students tested	28	38	24	32	27
2. African American Students					
Meets plus Exceeds Standard	78	82			88
Exceeds the Standard	8	33			0
Number of students tested	12	12			10
3. Hispanic or Latino Students					
Meets plus Exceeds Standard	90	64	72	78	75
Exceeds the Standard	33	13	28	11	25
Number of students tested	21	24	21	19	18
4. Special Education Students					
Meets plus Exceeds Standard	45	33	55	54	50
Exceeds the Standard	0	9	11	0	8
Number of students tested	11	11	10	14	12
5. Limited English Proficient Students					
Meets plus Exceeds Standard					
Exceeds the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets plus Exceeds Standard	92	78	82	84	89
Exceeds the Standard	55	22	31	15	19
Number of students tested	38	37	39	53	45

Notes:

African American only constituted a subgroup in 2004-2005, 2007-2008 and 2008-2009.

Subject: Reading
Edition/Publication Year: 1997

Grade: 5 Test: AIMS
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds Standard	93	84	93	87	87
Exceeds the Standard	20	9	10	8	9
Number of students tested	76	81	68	84	75
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets plus Exceeds Standard	96	76	95	78	73
Exceeds the Standard	5	5	5	7	9
Number of students tested	28	38	24	32	27
2. African American Students					
Meets plus Exceeds Standard	78	82			88
Exceeds the Standard	0	17			0
Number of students tested	12	12			10
3. Hispanic or Latino Students					
Meets plus Exceeds Standard	90	86	78	83	81
Exceeds the Standard	19	4	0	0	6
Number of students tested	21	24	21	19	18
4. Special Education Students					
Meets plus Exceeds Standard	73	33	89	69	42
Exceeds the Standard	0	0	0	0	0
Number of students tested	11	11	10	14	12
5. Limited English Proficient Students					
Meets plus Exceeds Standard					
Exceeds the Standard					
Number of students tested					
6. Largest Other Subgroup					
Meets plus Exceeds Standard	97	83	100	99	89
Exceeds the Standard	26	8	11	12	12
Number of students tested	38	37	39	53	45

Notes:

African American only constituted a subgroup in 2004-2005, 2007-2008 and 2008-2009.